

DOCUMENT RESUME

ED 173 608

CE 022 158

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TITLE Development of a Review Model for Non-Funded Innovation in Oregon Community Colleges. Final Report, September 16, 1978 through June 15, 1979.
INSTITUTION Oregon State Univ., Corvallis. Vocation-Technical Education Unit.
SPONS AGENCY Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
PUB DATE Jun 79
CONTRACT 50-004-242; 50-004-352
NOTE 47p.; Not available in hard copy due to thin, light type

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adoption (Ideas); Community Colleges; *Decision Making; Diffusion; *Educational Innovation; Educational Practice; Evaluation Criteria; *Identification; *Information Dissemination; Models; Postsecondary Education; *Program Evaluation; Program Improvement; Validity; *Vocational Education

IDENTIFIERS *Oregon

ABSTRACT

A project was designed to develop a methodology to identify, select, and disseminate information on innovations in occupational education programs of Oregon community colleges that were developed and implemented without the use of vocational research and exemplary fundings. A methodology for identifying, selecting, and disseminating information regarding unfunded promising practices was developed by the project's staff and validated by a steering committee. The methodology was then subjected to field trials in two community colleges and revised based on those experiences. The expected contribution of potential impact on vocational education is that vocational educators will be able to identify promising practices developed at other community colleges and at their own community colleges which can be used to improve their programs. The major project accomplishments were the development of innovation selection criteria and a decision making process for application to non-funded community college projects. (Appendixes include innovation selection criteria, decision table, decision logic charts, procedures, innovation checklists, innovation information forms, and format and example for promising practices.) (CSS)

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FINAL REPORT

DEVELOPMENT OF A REVIEW MODEL FOR NON-FUNDED
INNOVATIONS IN OREGON COMMUNITY COLLEGES

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Career and Vocational Education Section
Instructional Services Division
Oregon Department of Education

Contract No: 50-004-242

50-004-352

05022158

U.S. DEPARTMENT OF HEALTH
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ABSTRACT

TO BE COMPLETED BY PROJECT DIRECTOR/PRINCIPAL INVESTIGATOR

Project Title: Development of a Review Model for Non-funded Innovations
in Oregon Community Colleges

Project Director/Principal Investigator
and Organization: Helen C. Hall and Warren N. Suzuki
Vocational-Technical Education Division
Oregon State University

Funding Period: September 16, 1978 June 15, 1979
(From) (To)

NUMBER OF STUDENTS AFFECTED: _____ NUMBER OF STAFF AFFECTED: 20

OBJECTIVES:

To develop a methodology with which to identify, select, and disseminate information on innovations in occupational education programs of the community colleges in Oregon that were developed and implemented without the use of vocational research and exemplary funding.

PROCEDURES:

A methodology for identifying, selecting, and disseminating information regarding unfunded promising practices was developed by the project's staff and validated by a steering committee. The methodology was then subjected to field trials in two community colleges and revised based on those experiences.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION:

Vocational educators will be able to identify promising practices developed at other community colleges and at their own community colleges which can be used to improve their programs.

PRODUCT(S) TO BE DELIVERED:

A final report containing criteria and procedures for selecting promising practices, procedures for identifying and instrumentation and procedures for collecting and documenting necessary information on potential innovations, and formats and procedures for disseminating information on promising practices. Descriptions of promising practices identified during the field trials were also provided.

FOR OREGON DEPARTMENT OF EDUCATION USE ONLY

Submitted by: Oregon
State

Check One:

Approved Contract State

Contract No.: _____

In-House. State

Project No.: _____

Source of P.L. 94-482 Funds:

☒ Sec. 131: \$2,498.00

Charged to Fiscal Year 1979

☒ Sec. 132: \$2,500.00

Charged to Fiscal Year 1979

_____ Sec. 133: \$ _____

Charged to Fiscal Year _____

_____ Other: _____

Charged to Fiscal Year _____

(Source) (Amount)

(Optional Interim Use 10-77)

ACKNOWLEDGEMENTS

This document is the result of the generous efforts of many persons. Personnel at Linn-Benton Community College and Mt. Hood Community College are recognized for their assistance with the field trials of the review model. Particular thanks are extended to the members of this project's Steering Committee who guided the project's staff during this very difficult effort. They were:

Dr. Patricia Justice
Mt. Hood Community College

Dr. Marv Seeman
Linn-Benton Community College

Mr. Larry Murray
Lane Community College

Mr. Robert Clausen
Community Colleges Division
Oregon Department of Education

Ms. Nancy Hargis
Center for Program Coordination
Oregon Department of Education

Special recognition goes to the contract's monitor, Mr. Eugene Vinarskai, whose critical advice and understanding of the difficulties associated with this undertaking were highly important to the success of this project.

Finally, Jan Bressler, Jan Plemmons, and Sharon Hammock assured that the project's staff were able to complete this project efficiently.

Helen C. Hall
Warren N. Suzuki
Larry J. Kenneke
Sharon A. Wallace

Corvallis, Oregon
June, 1979

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BACKGROUND

Under a grant from the Oregon Department of Education, Oregon State University developed a methodology for identifying, describing, and disseminating information on Promising Practices in career and vocational education. This methodology was developed for projects supported by research and exemplary funds appropriated under the Vocational Education Amendments of 1968 (P.L. 90-576). Using the methodology, forty Promising Practices were identified and documented in the Promising Practices in Oregon Career and Vocational Education (hereinafter referred to as the Handbook), which was published and initially distributed in 1976.

Follow-up efforts were conducted by Oregon State University in 1977 and 1978-79 to update the Handbook with Promising Practices developed during fiscal years 1976 to 1979. The methodology has also been used by the Portland School District to identify and select promising practices in career guidance that were developed by and being used in that district.

Previous to this project, no systematic effort had been made by community colleges in Oregon to identify Promising Practices that have been developed and implemented without research and exemplary funding. The previously developed methodology with modifications was considered to be applicable for selecting the promising practices among the materials and processes that have been developed and are being used by the local educational agencies and community colleges. Procedures for identifying materials and processes that were developed without these monies were established as a part of this project.

OBJECTIVES

The purpose of this effort was to develop a methodology with which to identify and select innovations in occupational education programs of the community colleges in Oregon. This methodology was validated in two community colleges. More specifically, the major objective of this project was a report which should contain the following:

1. Validated criteria for selecting Promising Practices, including those concerned with the significance, effectiveness, transportability of the practices, and appropriateness to special populations;
2. Validated instrumentation for collecting information on the potential innovations;
3. Validated processes for identifying potential innovations;
4. Validated processes for reviewing innovations and selecting Promising Practices;
5. Validated format for disseminating information on Promising Practices including information on alternative environments and alternative occupational education programs in which the practices could be implemented.

PROCEDURES

This project was conducted in two phases. The first phase was concerned with modifying the existing model (Dille, Suzuki, Kenneke, and Pence, 1976) for identifying, selecting, and describing Promising Practices. The model, as modified, was presented to the steering committee at a meeting held on February 12, 1979. Staff working on this project included Larry Kenneke, Warren Suzuki,

Helen Hall, and Sharon Wallace. Steering Committee members were Robert Clausen, ODE; Nancy Hargis, ODE; Larry Murray, Lane Community College; Pat Justice, Mt. Hood Community College; Marv Seeman, Linn-Benton Community College; and Eugene Vinarskai, ODE. The second phase consisted of field trials of the new methodology in two community colleges. One of the field trial sites was conducted on February 28, 1979, and the other during the week of April 1, 1979.

1. Model Development

- 1.1 Criteria were developed for judging whether or not materials, techniques, and processes that were outputs of unsponsored community colleges efforts were Promising Practices. The criteria used in the 1975-76 and 1977-79 efforts served as the starting point for this development effort. Particular attention was paid to parts of the initially developed criteria. One area of examination was the criteria concerned with the impact of potential innovations on not only occupational programs for which the innovations were developed but also other types of occupational programs in which they may be applicable as developed or with adaptations made to them. Another area of examination focused on alternative means for transporting the potential innovations. In the initial effort and in this project, documents were required in order for innovations to be considered as a Promising Practice. Finally, the impact that potential innovations could have on special population groups such as: women, minority persons, and handicapped learners was examined.
- 1.2 Instrumentation was then developed to facilitate the gathering of information to address the evaluative criteria. The items in the instrument are those most likely to elicit information that is contained in avail-

able documentation and from personal interviews. The instrument used in the initial efforts served as the basis for development.

2. Field Trial

- 2.1 The revised methodology was subjected to a field trial in two community colleges in Oregon. The first field trial site was located in a metropolitan area. Access to each site was made through a member of the project's steering committee employed at that college. The procedures developed during the first phase of this project were employed for the first field trial. In an effort to increase responses, the procedures were modified for the second field trial. These visits resulted in the identification of three potential innovations. The innovations were subjected to the criteria and one was classified a Promising Practice.
- 2.2 Based on the feedback from the field trials, the review methodology was revised and critiqued by the steering committee. Final adjustments to the methodology were made prior to submission of the draft of the technical report to the Oregon Department of Education for review. The approved final report was then prepared for publication, reproduced, and transmitted to the Oregon Department of Education.

MAJOR ACCOMPLISHMENTS

The major accomplishments of the project were the development of innovation selection criteria and a decision making process for application to non-funded community college projects. In order to facilitate implementation of the process, procedures and instrumentation were developed.

1. Selection Criteria and Decision Making Process

The innovation selection criteria (Appendix A) include the following categories:

- a. Significance.
- b. Effectiveness.
- c. Transportability.
- d. Appropriateness to special populations.

Each of the criteria is further described with qualifying statements. Responses to the statements determine the status of the innovation. Using the Decision Table (Appendix B), innovations are either recommended, recommended with reservation, or not recommended for further investigation. Detail regarding the decision process is illustrated via flow charts (Appendix C). It was assumed that innovations meeting the criteria and chosen as Promising Practices would be appropriate to the needs of students enrolled in non-profit private schools as well as public supported community colleges.

Note should be made of the criteria regarding the appropriateness of potential innovations for special population groups. As the criteria are specified, all Promising Practices must not discriminate or be biased in terms of sex, race, or ethnicity. If they do, then they can be easily modified to eliminate unfavorable practices. On the other hand, only a special notation on the appropriateness of Promising Practices for handicapped, disadvantaged, or linguistically different learners are made in the promising practice write-ups.

2. Procedures and Instrumentation

Two alternative procedures were tried during this project. The first procedure involved a briefing of divisional heads. The presentation included a short discussion of the purposes of the project and promising practices effort and the procedures that would be used to identify potential innovations. Division heads then identified instructors and methods, processes, and materials that were potential innovations. The project staff then interviewed the developer-user of a potential innovation. It was found that this indirect means of identifying potential innovations was not effective. Furthermore, the amount of time needed to identify then initially screen potential innovations was felt to be prohibitive.

The second procedure started with a briefing of instructors. A short questionnaire (Appendix E) was then given to each instructor. Instructors were encouraged to complete the questionnaire if they had developed and were using an unfunded innovation. Only two instructors returned completed forms. One of the potential innovations was developed at least partially with federal research and exemplary funds; therefore, this innovation was ineligible for consideration for this project. The second instructor was interviewed using an extended interview schedule (Appendix H). The innovation was judged to be a "Promising Practice with Reservation" because of a lack of evaluative data. The narrative on the innovation is given in Appendix J.

As a modification of the second procedure, a short questionnaire (Appendix F) was distributed directly to instructors at the community college

at which the first procedure described above was tried. None of the instructors submitted completed questionnaires, although the Oregon Department of Education had awarded a curriculum grant for the development of a potential innovation at that community college.

As a result of the field trials, a final recommended procedure was developed. This procedure includes alternative means for identifying and collecting data on potential innovations. The recommended procedure is presented in Appendix D.

PROBLEMS

The original project was funded for operation from September 16, 1978 to January 31, 1979. Due to complications related to staffing, scheduling, and model development, two extensions for further time were requested and approved, making June 15 the closing date. In January, Helen Hall began working on the project along with Warren Suzuki, Larry Kenneke, and Sharon Wallace. No other major deviations from the original proposal occurred.

From its origin, the major problem encountered was concerned with finding an effective and cost-beneficial means for locating those innovative processes, materials, and techniques which were developed without the benefit of research and exemplary funds. This was a re-occurring problem throughout the duration of the project. The assumption was that there would be examples of desirable practices, innovations, and materials being developed without external financial support.

Attempts were made to develop group approaches, both through administrators at the community colleges and instructors during staff meetings. The group approach was considered desirable in terms of cost. As the model evolved, it became clear that some form of an intensive person-to-person contact would be the only way to ferret out many of the potential promising practices. Instructors seemed unwilling or unable to offer their ideas. Speculatively, this unwillingness could have been due to one or a combination of the following:

- a. Uncertainty as to what was being requested.
- b. Uncertain about the value of their ideas.
- c. Unwillingness to share ideas.
- d. Far fewer potential innovations exist than expected.

The lack of response to two different approaches for identifying potential innovations during the field trials led the staff to conclude that the best model would be one which incorporated alternative approaches. Still maintaining the assumption that there were non-funded "promising practices" in operation though not visible, it is hoped that with a choice in approach more might surface. Also, in terms of cost benefits, it seemed desirable to allow some flexibility for subsequent use of the model.

EVALUATION

The evolving methodology for identifying and collecting information on potential innovations was subjected to field trials at two community colleges in Oregon. As previously discussed, modifications that were made were based on experiences gained during these field trials. The project's steering committee has served as external evaluators of the methodology. A methodology

which will be recommended later in this report was reviewed by the Steering Committee. Furthermore, the procedures used in developing these methodologies were confirmed by the committee.

CONCLUSIONS

1. Intensive and extensive personal contact with instructors is necessary for encouraging developer-users to volunteer information on potential innovations. Multiple contacts should be made with instructors by a person or persons with whom they are familiar.
2. Incentives are needed to encourage developer-users of potential innovations to offer their methods, processes, and materials for review and possible publicity on them.
3. Decisions on whether or not a potential innovation is a Promising Practice should be made by one body. Furthermore, a single agency should be assigned the responsibility for preparing the narratives on promising practices for distribution. This centralization in decision making and final preparation of narratives would enhance consistency.
4. Procedures for identifying potential innovations should be individualized for each institution. Sufficient differences in organizational structures and the characteristics of the instructor corps among the institutions tend to invalidate the use of a single procedure.
5. Outputs of curriculum projects funded by the Oregon Department of Education should be identified and reviewed in the same manner as those prescribed for research and exemplary projects. Curriculum projects are more similar to research and exemplary projects in terms of available information and organizational considerations than to unfunded efforts at the community college.

6. Any comprehensive and effective means for identifying and collecting information on potential innovations will require the expenditure of funds. The cost benefit of such an effort should be seriously considered before undertaken. This is particularly so in light of apparent pressures on the allocation of federal vocational funds currently being experienced in the state.

RECOMMENDATIONS

1. A methodology for identifying and reviewing potential innovations and selecting and disseminating information on promising practices is presented in Appendix D.
2. Mini-grants should be made directly by the Oregon Department of Education or through a contracting agency to each community college. The amount of each mini-grant would depend on the activities that the community colleges are expected to perform. The activities that could be performed are as follows:
 - a. Identify potential innovations
 - b. Collect information on potential innovations.
 - c. Initially screen potential promising practices.
 - d. Prepare a preliminary narrative on each potential promising practice.
 - e. Upgrade potential innovations to Promising Practices status. The potential innovations would be identified during an initial screening, and funds would be made available for tasks such as collecting evaluative information and preparing documents for publication. Grants could be made for specific innovations or for groups of innovations identified in specific community colleges.

As an alternative to 2e, above, small incentive grants could be awarded through community colleges to instructors for having developed non-funded innovations. These awards could be used by the developers for further refinement of the existing innovation or for initial work on a new idea or innovation to be used for improving the developer's efforts to improve the effectiveness of their program and to provide a source of support for future efforts.

3. The review and dissemination of information on outputs of ODE-funded curriculum projects should be accomplished at the same time and using the same methodology as outputs of ODE-funded vocational research and exemplary projects.
4. Cost-benefits pertaining to pursuing non-funded innovations need to be closely examined and considered in terms of state priorities and available resources.

REFERENCES

Kenneke, L.J., W.N. Suzuki, J.L. Dille, J.L. Pence. Promising Practices in Oregon Career and Vocational Education. Salem, OR: Oregon Department of Education, 1976, 1978, 1979.

Dille, J.L., W.N. Suzuki, L.J. Kenneke, J.L. Pence. A Review of Vocational Research and Exemplary Projects Conducted in Oregon During Fiscal Years 1970-76 Under the Auspices of Parts C and D of the Vocational Education Amendments of 1978 (P.L. 90-576): A Technical Report. Developed pursuant to a grant from the Oregon Department of Education. Corvallis, OR: Vocational-Technical Education Division, Oregon State University, 1976.

Appendix A

INNOVATION SELECTION CRITERIA

INNOVATION _____

DEVELOPER _____ FY _____

COMMUNITY COLLEGE _____

- A. The innovation addresses a significant problem. _____ Yes
_____ No
- A.1. Innovation can be implemented by three or more occupational education programs in one community college or by three or more community colleges in Oregon. _____ Yes
_____ No
- A.2. Innovation is currently being used by the developing institution. _____ Yes
_____ No
- B. The innovation is effective. _____ Yes
_____ Partial
_____ Possible
_____ No
_____ No Evidence
- B.1. Students achieve the specified objectives. _____ Yes
_____ Partial
_____ No
_____ No Evidence
- B.2. Instrumental population achieve the specified objectives. _____ Yes
_____ Partial
_____ Possible
_____ No
_____ No Evidence

B.3. Evidence indicates that the developmental process was conducive to the output of an effective innovation.

____ Yes
____ Possible
____ No

C. The innovation is transportable.

____ Yes
____ Partial
____ No

C.1. Innovation is adaptable without affecting its effectiveness.

____ Yes
____ No
____ No Evidence

C.2. Innovation can be communicated.

____ Yes
____ Partial
____ No

C.2.1. A product is available for distribution:

____ Yes
____ Partial
____ No

C.2.2. Person(s) is/are available to discuss or demonstrate the use of the innovation.

____ Yes
____ No
____ Not Applicable

D. The innovation is appropriate for special populations, ____ Yes

____ Conditional
____ No

D.1. The innovation is not sex-biased or discriminatory.

____ Yes
____ Conditional
____ No

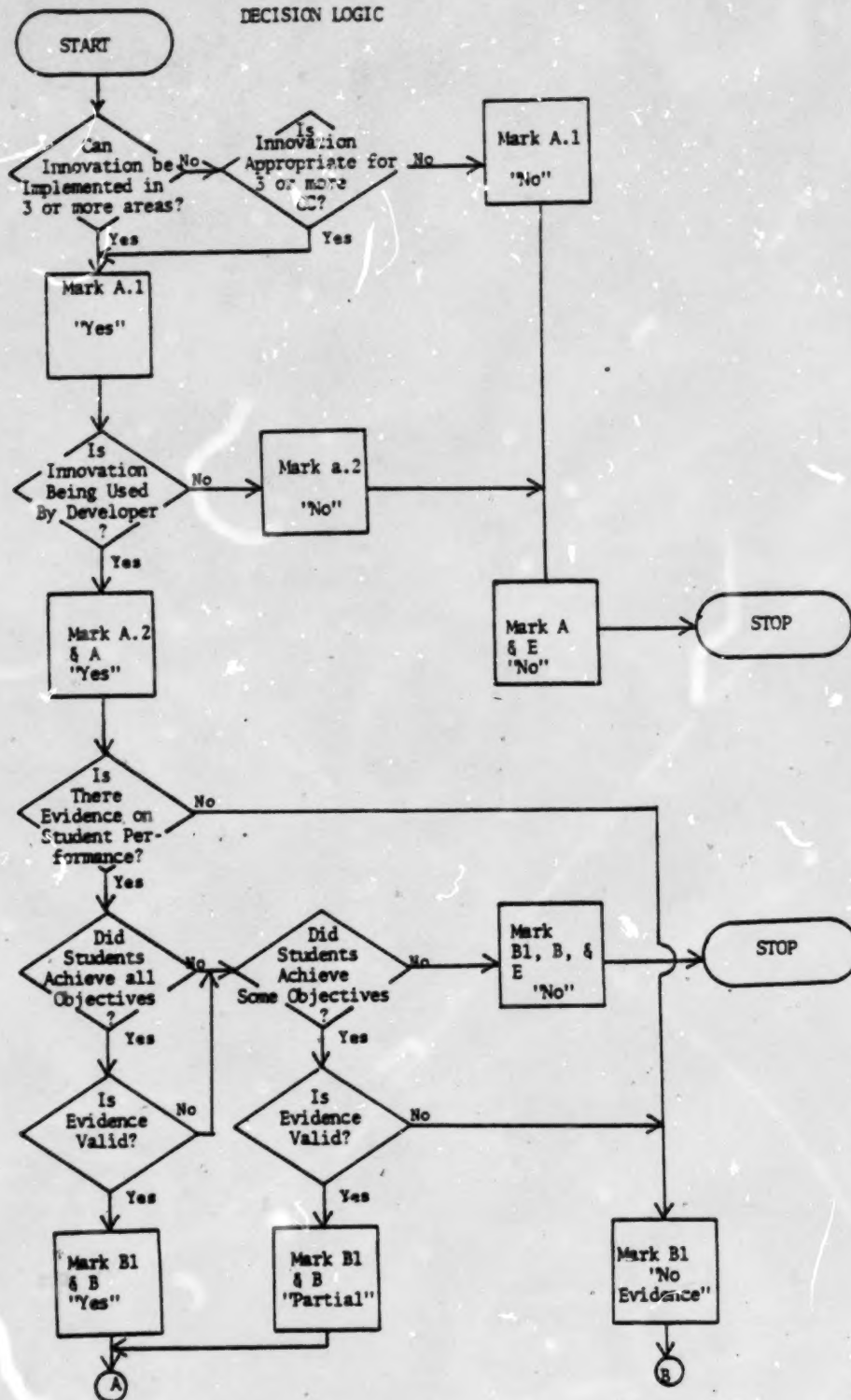
- D.2. The innovation is not ethnically biased or
racially discriminatory. ☐ Yes
☐ Conditional
☐ No
- D.3. Provisions are made for disadvantaged
learners. ☐ Yes
☐ No
- D.4. Provisions are made for handicapped
learners. ☐ Yes
☐ No
- D.5. Provisions are made for linguistically
different learners. ☐ Yes
☐ No
- E. The innovation should be reported in the handbook. ☐ Yes
☐ With Reservation
☐ No

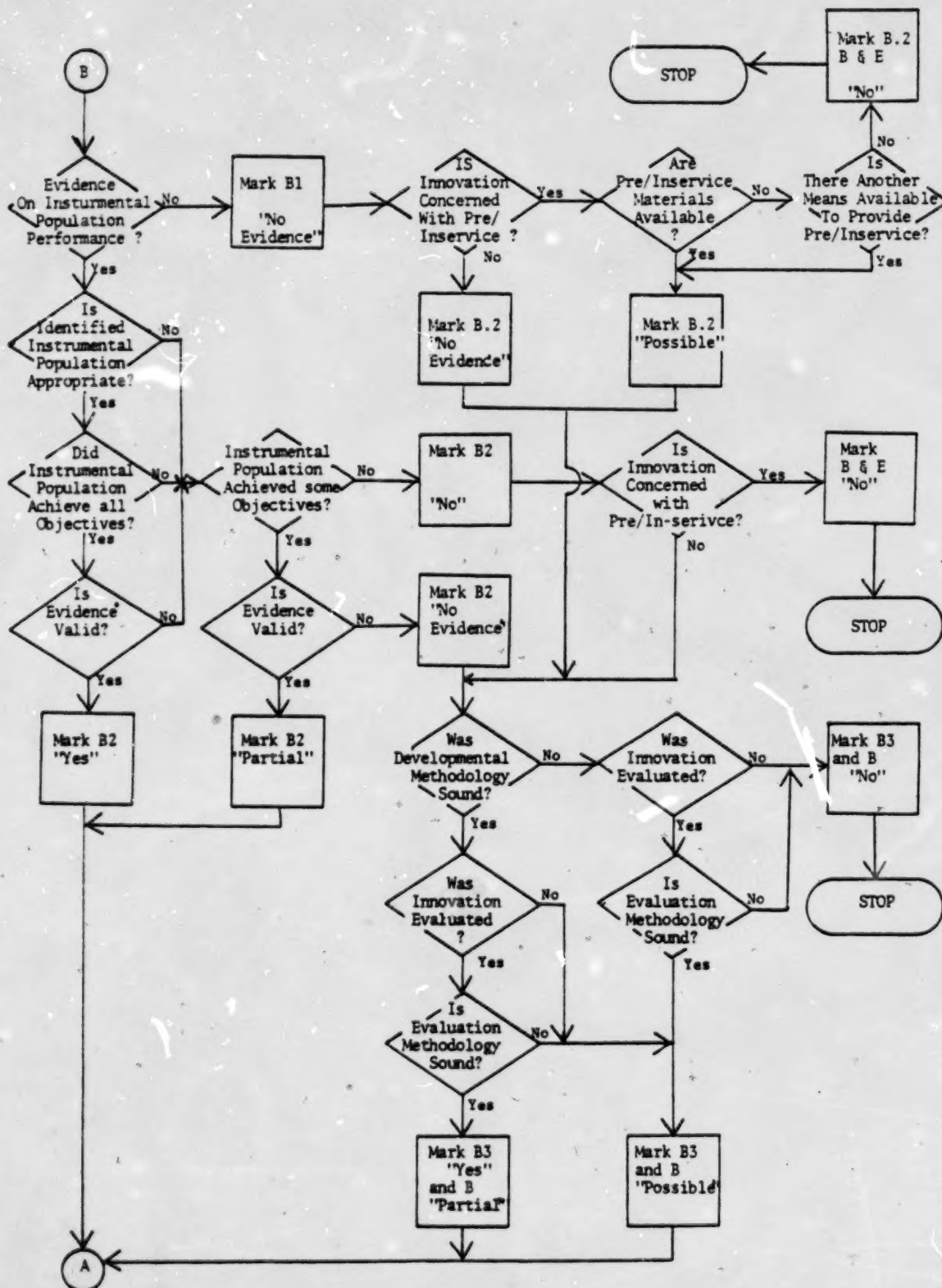
Appendix B

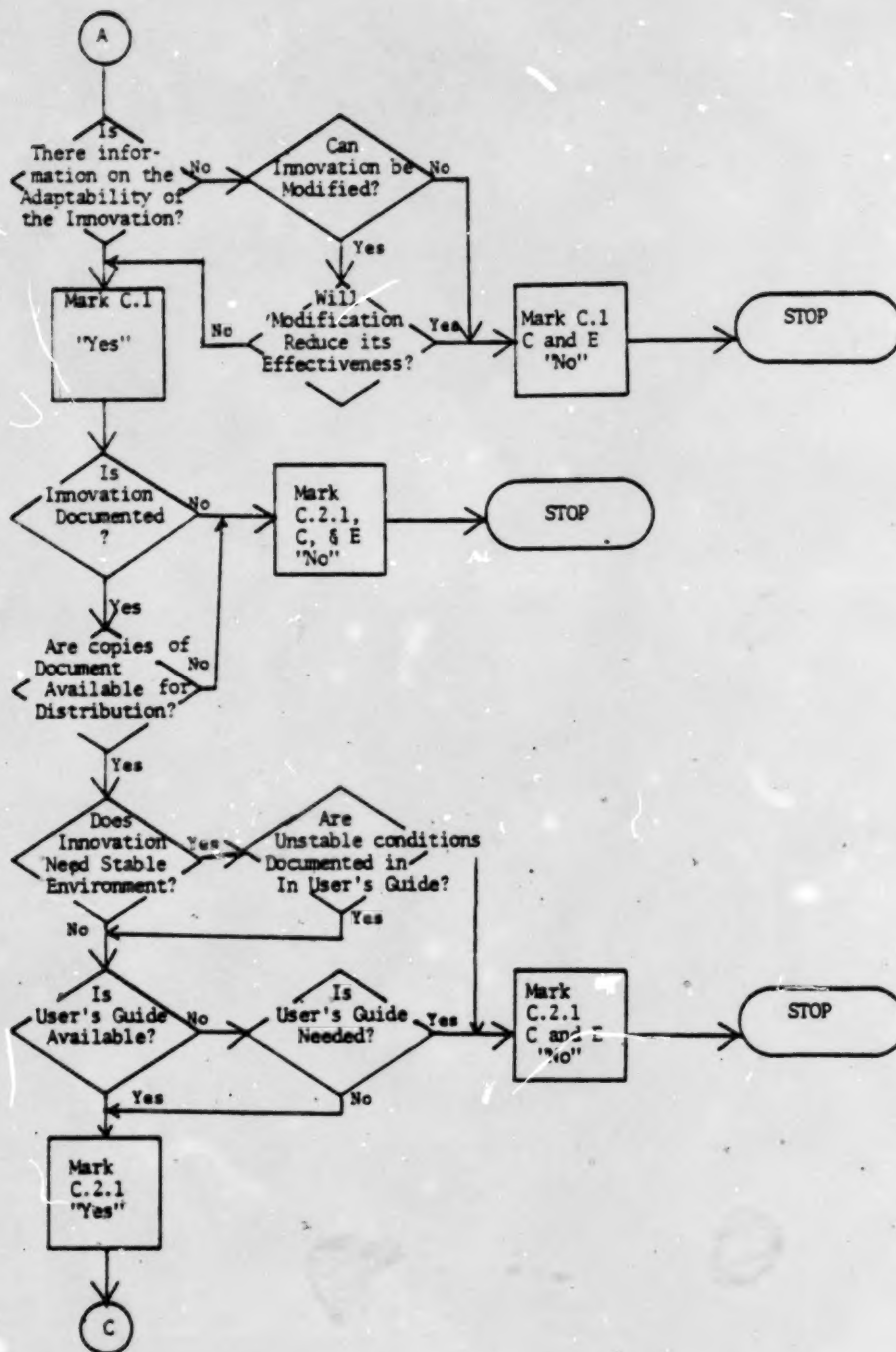
DECISION TABLE

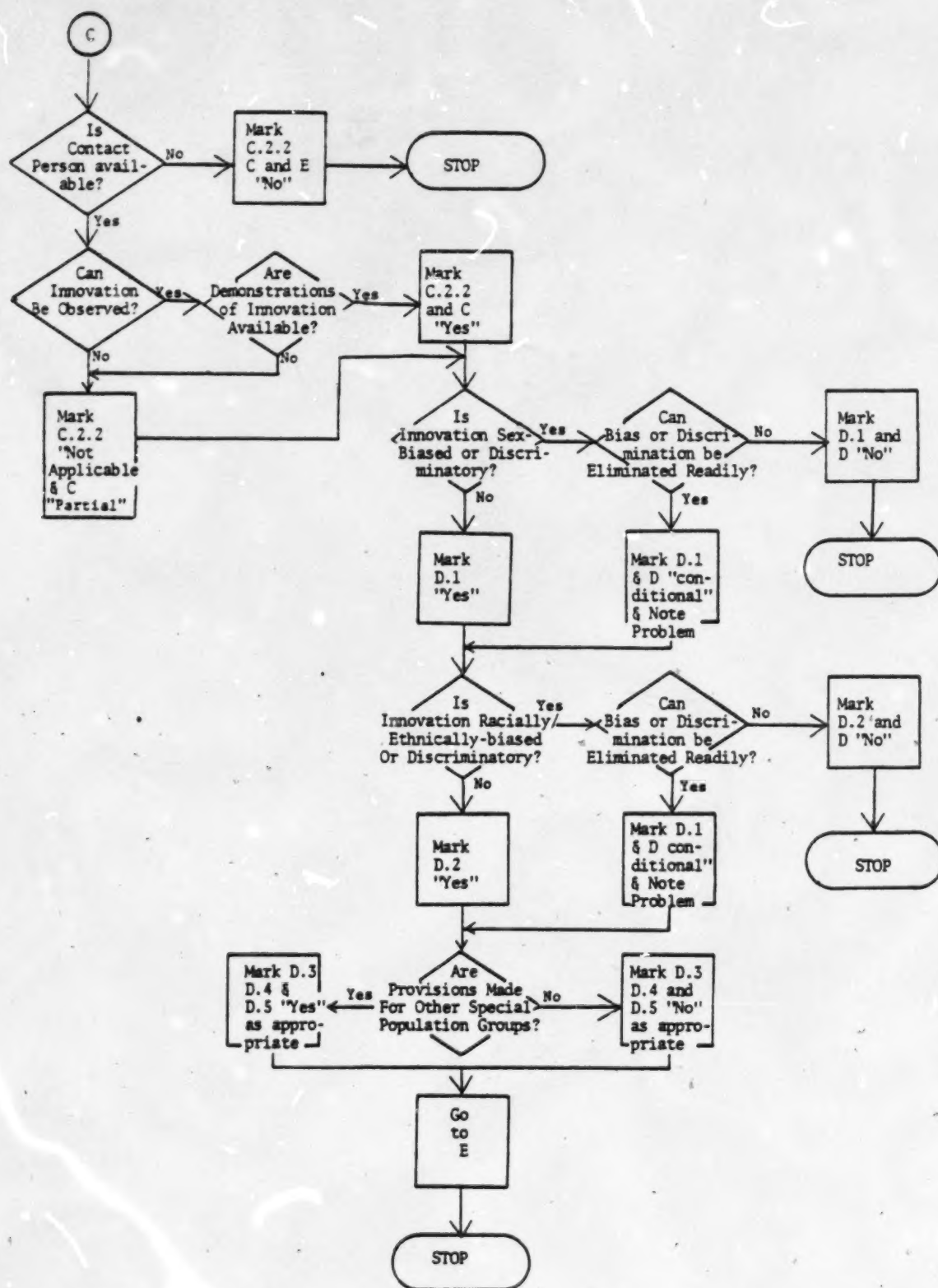
IF <u>A</u>	AND <u>B</u>	AND <u>C</u>	AND <u>D</u>	THEN <u>E</u> IS
YES	YES	YES	YES	YES
YES	YES	YES	CONDITIONAL	WITH RESERVATION
YES	YES	PARTIAL	YES	YES
YES	YES	PARTIAL	CONDITIONAL	WITH RESERVATION
YES	PARTIAL	YES	YES	YES
YES	PARTIAL	YES	CONDITIONAL	WITH RESERVATION
YES	PARTIAL	PARTIAL	YES	YES
YES	PARTIAL	PARTIAL	CONDITIONAL	WITH RESERVATION
YES	POSSIBLE	YES	YES	WITH RESERVATION
YES	POSSIBLE	YES	CONDITIONAL	WITH RESERVATION
YES	POSSIBLE	PARTIAL	YES	WITH RESERVATION
YES	POSSIBLE	PARTIAL	CONDITIONAL	WITH RESERVATION
YES	NO EVIDENCE	YES	YES	WITH RESERVATION
YES	NO EVIDENCE	YES	CONDITIONAL	WITH RESERVATION
YES	NO EVIDENCE	PARTIAL	YES	WITH RESERVATION
YES	NO EVIDENCE	PARTIAL	CONDITIONAL	WITH RESERVATION
NO				NO
	NO			NO
		NO		NO
			NO	NO

Appendix C
DECISION LOGIC









Appendix D

PROCEDURES

1. Contact Oregon Community College President's Association
 - 1.1 Get ten minute spot on agenda.
 - 1.2 Follow-up presentation with letter to each president. Clarify intent to send Incentive Grant Flyer to each vocational teacher in each community college.
 - 1.3 Follow-up within ten days with telephone call.
 - 1.3.1 Secure institutional permission to secure information.
 - 1.3.2 Acquire name of contact person (normally in the office of Dean of Instruction or Dean of Occupational Education).
2. Call contact person.
 - 2.1 Explain purpose of effort.
 - 2.2 Explain briefly the procedures for data collection.
3. Identify and collect information on innovations (Select Option A or B).

Option A: Decentralized Data Collection. Each community college identifies and collects information on potential innovations. A single agency would then be responsible for selecting promising practices and assuring that narratives are prepared for dissemination.

 - A.1. Conduct three-hour workshop for institutional contact persons.
 - A.1.1 Explain purpose of project in detail
 - A.1.2 Assist institutional contact persons to select means of identifying innovations in their community colleges.
 - A.1.3 Simulate collection of information using "Innovation Checklist" (Option A) (Appendix E).

- A.1.4 Practice development of preliminary narrative of potential promising practices.
- A.1.5 Describe procedures for transmitting information to external reviewers.
- A.1.6 Describe review and selection procedures for external reviewers and distribution of narratives.
- A.2 Institutional contact persons
 - A.2.1 Identify potential innovations using dissemination methods selected in A.1.2 above.
 - A.2.2 Interview developer-user of each identified innovation and complete the "Innovation Checklist." Develop and check with each developer-user a preliminary narrative of the potential innovation.
 - A.2.3 Transmit completed "Innovation Checklist" forms and narratives to external review committee.

Option B: Centralized Data Collection. A single agency with the help of a contact person in each community college identified potential innovations. The agency then collects information on potential innovations and selects promising practices from among them.

- B.1 Identify potential innovations.
 - B.1.1 Project staff assists contact person in each community college to select appropriate method(s) for identifying potential innovations.
 - B.1.2 Institutional contact person implements information dissemination plan.
 - B.1.3 Institutional contact person distributes "Innovation Checklist (Option B)" forms (Appendix F) to appropriate instructors.

- B.1.4 Institutional contact person collects completed "Innovation Checklist" forms and forward them to the project staff.
- B.2 Project staff.
 - B.2.1 Call contact person and arrange interviews with developer-users of potential innovation.
 - B.2.2 Prepare "Innovation Information Form" (Appendix G) for interviews.
- B.3 Conduct interview with developer-users of innovations.
 - B.3.1 Conduct on-site interviews.
 - B.3.2 Complete Innovation Information Form.
 - B.3.3 Observe innovation in operation (if possible).
 - B.3.4 Send letter of thank you.
- 4. Review information on innovation(s).
 - 4.1 Form review team.
 - 4.2 Team members independently review information.
 - 4.3 Compare data to selection criteria (Appendix A).
 - 4.4 Subject innovations to decision strategy table (Appendices B and C).
 - 4.5 Review "with reservation" innovations.
- 5. Prepare write-ups of Promising Practices
 - 5.1 Write narrative according to Handbook format (Appendix I)
 - 5.2 Send write-up along with release forms to institutional contact persons.
 - 5.3 Make revisions in write-up as per directions from authorized institutional representatives.

6. Update Handbook.

6.1 Revise the Handbook.

6.1.1 Update title page to show date of revision.

6.1.2 Revise "Preface" and "Introduction" to reflect inclusion of practices resulting from non-funded efforts.

6.1.3 Revise and date "Table of Contents."

6.1.4 Revise and date "See Also" pages and Index."

6.1.5 Prepare an errata sheet.

6.2 Duplicate contracted number of pages.

6.3 Transmit copies to Oregon Department of Education.

INNOVATION CHECKLIST (Option A)

1. What is the name or title of your innovation? _____

2. Which of the following best describes your innovation? (Check all that apply)

- | | |
|--|--|
| ☐ Curriculum Guide | ☐ Student Assessment System |
| ☐ Handbook | ☐ Rating Form |
| ☐ Experiment | ☐ Advising Form |
| ☐ Simulation | ☐ Equipment |
| ☐ Learning Package(s)/Module(s) | ☐ Equipment Modification(s) |
| ☐ Film(s) | ☐ Case Studies |
| ☐ Slides | ☐ Competencies Checklist |
| ☐ Audio Tape(s) | ☐ Observation Checklist |
| ☐ Slide/Tape | ☐ Group Counseling Approach |
| ☐ Auto-tutorial | ☐ Computerized Record Keeping |
| ☐ Transparencies | |
| ☐ Tests | |
| ☐ Other (Please specify) _____ | |

3. The innovations are intended for: (Check all that apply)

- | | |
|---|--|
| ☐ Student | ☐ Students with basic skills deficiencies |
| ☐ Instructors | ☐ Women in male intensive occupations |
| ☐ Counselors | ☐ Men in female intensive occupations |
| ☐ Administrators | ☐ Linguistically-different students |
| ☐ Handicapped students | |
| ☐ Other (Please specify) _____ | |

4. What subject-matter or technology area(s) does the innovation address?
(e.g., career planning, horticulture, welding, food service).

5. What is/are the purpose(s) of the innovation?

6. Is the innovation currently being used? ☐ Yes ☐ No

If yes, How? (Please be brief)

7. How do you know that the innovation is effective ? (Please be brief)

8. Are other institutions using the innovation? ☐ Yes ☐ No

If yes, please list:

9. Are there subject-matter areas or technologies (other than those listed in item 4 of the "Innovation Checklist") in which the innovation could be used? ☐ Yes ☐ No

If yes, please list them:

10. Are there copyrighted materials or patented parts in the innovation?

☐ Yes ☐ No

11. Can a copy of the innovation or a sketch of the innovation be provided at cost or without cost to anyone requesting it? ☐ Yes ☐ No

12. From whom can a copy or sketch of the innovation be acquired?

Name: _____

Address: _____

_____ (Zip) _____

Phone No: _____

13. Would a contact person be willing to discuss and/or demonstrate the innovation?

☐ Yes, discuss ☐ Yes, demonstrate ☐ No ☐ Not applicable

14. Who is the contact person?

Name: _____

Address: _____

_____ (Zip) _____

Phone No: _____

15. Who may be contacted to acquire additional information during the review of the innovation?

Name: _____

Address: _____

_____ (Zip) _____

Phone No: _____

16. If possible, provide a copy (which will be returned) or a rough sketch of the innovation.

INNOVATIONS CHECKLIST (Option B)

Share your ideas and developments with others! What innovations have you developed and are using in your occupational education program? We are trying to identify innovative materials, processes, and techniques in occupational education and career decision-making and planning from community colleges in Oregon. Information collected will be documented and disseminated throughout Oregon. The following checklist is a guide to use in identifying a promising practice you are using. Read it over to get ideas. Then, if you feel you have developed and are using a promising practice, please complete the questionnaire. Include as much detail as possible. This form will be forwarded to Oregon State University for review under the auspices of the Oregon Department of Education.

1. What is the name or title of your innovation? _____

2. Which of the following best describes your innovation? (Check all that apply)

☐ Curriculum Guide	☐ Student Assessment System
☐ Handbook	☐ Rating Form
☐ Experiment	☐ Advising Form
☐ Simulation	☐ Equipment
☐ Learning Package(s)/Module(s)	☐ Equipment Modification
☐ Film(s)	☐ Case Studies
☐ Slides	☐ Competency Checklist
☐ Audio Tape(s)	☐ Observation Checklist
☐ Slide/Tape	☐ Group Counseling Approach
☐ Auto-tutorial	☐ Computerized Record Keeping
☐ Transparencies	☐ Recruiting Model
☐ Tests	
☐ Other (Please specify) _____	

3. The innovations are intended for: (Check all that apply)

☐ Students	☐ Students with basic skills deficiencies
☐ Instructors	☐ Women in male intensive occupations
☐ Counselors	☐ Men in female intensive occupations
☐ Administrators	☐ Linguistically-different students
☐ Handicapped students	
☐ Other (Please specify) _____	

4. What subject matter or technology area(s) does the innovation address? (e.g., career planning, horticulture, welding, food service).

5. Where can the innovation be observed?

Contact person: _____

Campus address: _____

Campus phone number: _____

6. Do you know of anyone else who may have a potential innovation?

Please identify.

Please return this form to:

Appendix G

INNOVATION INFORMATION FORM
(Option B)

Title of Innovation: _____

1. What is/are the purpose(s) of the innovation?

2. Are there copyrighted materials or patented parts in the innovation?

_____ Yes _____ No

3. Are there subject matter areas of technologies (Other than those listed in item 4 of the "Innovation Checklist") in which the innovation could be used? _____ Yes _____ No

If yes, please list them:

4. How do you know that the innovation is effective: (Please be brief)

5. Are other institutions using the innovation? _____ Yes _____ No

If yes, please list:

6. Can a copy of the innovation or a sketch of the innovation be provided at cost or without cost to anyone requesting it? ☐ Yes ☐ No

7. Would a contact person be willing to discuss and/or demonstrate the innovation?

☐ Yes, discuss ☐ Yes, demonstrate ☐ No ☐ Not applicable

8. From whom can a copy or a sketch of the innovation be acquired?

Name: _____

Address: _____

_____ (Zip) _____

Phone No: _____

9. If possible, provide a copy (which will be returned) or a rough sketch of the innovation.

CHARACTERISTICS OF THE INNOVATION

Innovation _____

1.0 Population for innovation

1.1 Students: _____ Target _____ Number affected

_____ Not applicable

1.2 Staff _____ Target _____ Number affected

_____ Not applicable

1.2.a Specialty

_____ Administrator(s)

_____ Counselor(s)

_____ Teacher(s) List Areas:

1.2.b Special characteristics of staff

_____ None

_____ Male in female intensive occupation

_____ Bi-lingual

_____ Female in male intensive occupation

_____ Disadvantaged/Handicapped

1.2.c Inservice/preservice education available.

1. Type _____

2. Time Frame _____

1.3 Minimum and/or optimum and/or maximum number of participants

(target population) that facilitates success.

Population	Number		
	Minimum	Optimum	Maximum
_____	_____	_____	_____

2.0 Description of the innovation.

2.1 How does the innovation work with the target population? (not its development)

3.0 Physical Space.

3.1 Type: Office Laboratory
 Mobile Unit Classroom
 Other: _____

3.2 If space is not in a school, identify location: _____

3.3 Special characteristics of space (including modifications and amount of space needed).

3.5 What provisions in the physical plant, facilities, or space were necessary for providing for handicapped learners?

4.0 Resources

4.1 Resources - Materials

4.1.a Type, title, and quantity of materials needed (e.g., pamphlets)

<u>Type</u>	<u>Title</u>	<u>Number</u>
_____	_____	_____

4.1.b If copyrighted material, can they be reproduced? _____

For non-copyrighted materials, cost, vendor, and developer.

<u>Piece</u>	<u>Developer</u>	<u>Source</u>	<u>Unit Cost</u>
--------------	------------------	---------------	------------------

4.1c For copyrighted materials, cost and vendor. _____ None

<u>Piece No.</u>	<u>Publisher</u>	<u>Unit Cost</u>	<u>Date of Purchase</u>
------------------	------------------	------------------	-------------------------

4.2 Resources - Equipment

4.2.a Type of equipment and quantity used in innovation.

<u>Type</u>	<u>No. Needed</u>
-------------	-------------------

4.2.b Vendor and estimated cost of audiovisual equipment.

<u>Item No.</u>	<u>Vendor</u>	<u>Cost</u>	<u>Purchase Date</u>
-----------------	---------------	-------------	----------------------

4.3 Resources - Community

4.3.a Use of community resources (e.g., service clubs, guest speakers).

_____ None _____

4.3.b Modification and/or alternatives that can be made to staffing, materials, equipment, and space. _____ None.

	<u>Actual</u>	<u>Projected</u>
--	---------------	------------------

1.	_____	_____
2.	_____	_____
3.	_____	_____

4.3.c Are the resources used in the innovation documented? (e.g., bibliography, materials list, handbooks).

Staff _____ Yes _____ No Where? _____

Materials _____ Yes _____ No Where? _____

Equipment _____ Yes _____ No Where? _____

Space _____ Yes _____ No Where? _____

Procedures _____ Yes _____ No Where? _____

5.0 Contact Point

5.1 Person who can be contacted regarding innovation. _____ None

Name: _____

Title: _____

Address: _____

Phone: (if appropriate means) _____

5.2 Suggested visitation schedule. _____ None

5.3 Available materials that describe the innovation. _____ None

Title and type: _____

Instructions for acquisition: _____

5.4 Available training sessions or workshops. _____ None

Title: _____

Contact Person: _____

Length: _____

Cost: _____

Appendix H

INNOVATION INFORMATION FORM

Innovation: _____

Developer: _____

Institution: Name: _____

Address: _____

_____ Zip _____

Phone: _____

Information Sources for Review:

Name: _____ Phone: _____

Address: _____

_____ Zip _____

Interview Date _____ Approximate Length of Interview _____

Interviewer: _____

Documents:

<u>Type</u>	<u>Date</u>	<u>Cost</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Is innovation or modification thereof NOW being used? _____ Yes _____ No

When last used? _____

Keywords:

- | | |
|-----------------------|-------------------------------|
| ___ Staff | ___ Career Development |
| ___ Students | ___ Process |
| ___ Interdisciplinary | ___ Inservice |
| ___ Articulation | ___ Disadvantaged/Handicapped |
| ___ Other _____ | ___ Special Populations |
| _____ | |

A.0 The innovation is significant.

A.1.1 For what subject matter area was the innovation developed?

A.1.2 Is it appropriate for other subject matter areas? ☐ Yes ☐ No

List:

A.1.3 Is the innovation appropriate for other community colleges in Oregon? ☐ Yes ☐ No

List:

A.1.4 Is the innovation now being used at another community college? ☐ Yes ☐ No List:

A.2.0 Is the innovation currently being used by the developer or developing institution? ☐ Yes ☐ No

B.0 The innovation is effective.

B.1.1 List objectives for students.

B.1.2 Did students achieve the objectives? ☐ Yes ☐ No

B.1.3 How valid is the evidence? Explain.

B.2.1 List objectives for instrumental population.

B.2.2 Did instrumental population achieve objectives? ☐ Yes ☐ No

B.2.3 How valid is the evidence? Explain.

B.3.1 Is the innovation concerned with pre/in-service? ☐ Yes ☐ No

C.0 The innovation is transportable. ☐ Yes ☐ No

C.1 The innovation is adaptable without affecting its effectiveness.
☐ Yes ☐ No

C.1.1 Can the innovation be modified? ☐ Yes ☐ No

C.1.2 How can the innovation be modified?

C.1.3 To what extent will the effectiveness of the innovation be reduced if it is modified?

☐ increase effectiveness

☐ no change

☐ decrease effectiveness. How much? _____

C.2 Innovation can be communicated? ☐ Yes ☐ No

C.2.1 Product is available for distribution. ☐ Yes ☐ No

C.2.1.a Is the innovation documented or a document? ☐ Yes ☐ No

C.2.1.b Are copies of the document available for distribution?

☐ Yes ☐ Limited ☐ No

C.2.1.c Innovation has a user's guide. ☐ Yes ☐ No

D.0 Innovation is appropriate to special populations. ☐ Yes ☐ No

D.1 Innovation is free of sex-bias or sex-discrimination.

____ Yes ____ No

D.1.1 The innovation is appropriate for and appeals to both females and males. ____ Yes ____ No

D.1.2 Can both females and males participate in the innovation?

____ Yes ____ No

D.1.3 Are printed documents free of language which is sex-stereotyping? ____ Yes ____ No

D.1.4 Are support services available to women (e.g., counseling, child care, etc.) entering non-traditional occupations?

____ Yes ____ No

D.1.5 If present, can bias or discriminatory practice be eliminated readily? ____ Yes ____ No Explain:

D.2 Innovation is free of ethnic/racial bias. ____ Yes ____ No

D.2.1 Is the innovation ethnically/racially biased or discriminatory in language, example, or intent? ____ Yes ____ No

D.2.2 If present, can bias or discriminatory practice be eliminated readily? ____ Yes ____ No Explain:

D.3 Provisions made for other special population groups? ____ Yes ____ No

D.3.1 Innovation provides for academically disadvantaged learners. ____ Yes ____ No

D.3.1.a Are instructional materials and experiences available for any of the following?

____ Non-readers

____ Learners with limited vocabulary

____ Learners lacking math skills

____ Learners lacking basic study skills

D.3.2 Innovation provides support for economically disadvantaged learners. ☐ Yes ☐ No

D.3.2.a What accommodations are necessary to provide for economically disadvantaged learners? Explain.

D.3.3 Innovation provides for handicapped learners. ☐ Yes ☐ No

D.3.3.a Which of the following handicapping conditions are provided for?

☐ blind	☐ emotionally disturbed
☐ visually handicapped	☐ mentally retarded
☐ deaf	☐ learning disabled
☐ hard of hearing	☐ chronically ill
☐ speech impaired	☐ orthopedically impaired

Explain:

D.3.4 Innovation provides for linguistically different learners.

☐ Yes ☐ No

D.3.4.a List the other languages in which the innovation is available.

APPENDIX I

FORMAT FOR PROMISING PRACTICE WRITE-UPS

PROMISING PRACTICE: (Type title of the Practice in Upper and Lower Case)

GROUPS INVOLVED:

(List specific types of persons, e.g., teachers, students, etc. who directly worked in the use of the practice)

PURPOSE:

EMPHASIS:

GROUP SIZE:

Number of teachers or students per year, semester, or quarter.

ENVIRONMENT:

(school size, rural or urban)

RESOURCES USED TO ACCOMPLISH OBJECTIVES

(Staff, equipment - any resources not usually available on the site.)

MATERIALS DEVELOPED:

(Guides, tapes, films, programs, etc. list titles).

EVALUATION:

Classroom Tested,
Third Party,
No Student Performance Data).

Name of School or Sponsoring Agency

(Describe the purpose of the practice and the way in which the practice works, e.g., procedures).

MATERIALS DEVELOPED: (Identify and describe the materials in the Practice. Also, note the availability of the materials and the means by which they can be acquired, if available).

PROJECT BACKGROUND: (Briefly describe the how, when, and where the Practice was developed.)

FOR FURTHER INFORMATION, CONTACT:

(List the name and address of the person who can be contacted regarding the Practice).

Appendix J

PROMISING PRACTICE: Portable Indentation Hardness
Testing Device

Linn-Benton Community College

GROUPS INVOLVED:

Students, community
college

PURPOSE:

Metal testing

EMPHASIS:

Career Specialization
Career preparation
Metallurgy
Construction
Welding
Industrial mechanics
Machine tool design
Metal testing

GROUP SIZE:

N/A

ENVIRONMENT:

Laboratory or field

RESOURCES USED TO ACCOMPLISH
OBJECTIVES:

Variable depending on
materials used.

MATERIALS DEVELOPED:

Portable Indentation
Hardness Testing Device

EVALUATION:

Classroom tested
No student performance data

MATERIALS DEVELOPED: The Portable Indentation Hardness Testing Device has two components. First, the indentation device is constructed of readily available materials, such as metal conduit and rolled steel bars, and can be easily fabricated in a general metals laboratory. Second, a microscope is devised from a commercially available eye lens and objective and rigid plastic tubing. Alternative materials may be used for most parts of the device. A sketch of the Portable Indentation Hardness Testing Device is available upon request.

PROJECT BACKGROUND: Indentation hardness testing of materials is used in many occupational areas. Examples of areas are: welding, metallurgical technology, machine tool design, automotive and diesel maintenance, and construction. Most commercially available testing equipment is relatively immobile and expensive. Existing equipment is not always suitable for demonstrating the principles and techniques of hardness testing. The Portable Indentation Hardness Testing Device may be used to demonstrate the principles and techniques of indentation hardness testing. The device can also be used in a variety of environments to show the validity of simple equipment and techniques. Because of the simplicity and relatively inexpensiveness of the device, one could be made for each student in a class.

FOR FURTHER INFORMATION, CONTACT:

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